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ABSTRACT

Proper student recruitment and retention programs can bring about sustained institutional holding power and subsequently greater financial solvency. In establishing such a program, the following premises should be accepted: (1) retention begins with recruitment of prospective graduates; (2) a high quality educational advisement program leads to increased student retention; (3) the quality of student/faculty interaction is a major factor in an institution's holding power; (4) student performance should be reviewed on a systematic periodic basis; (5) a strong advising program should be designed to provide accurate, consistent, and timely information to both student and advisor; (6) training programs should be developed for every group of personnel within the institution; (7) a college theme and logo should be used consistently on all brochures, letterheads, etc.; (8) the local television, radio, and newspaper media should be used to the fullest extent possible; (9) a collegewide recruitment and retention committee should be established; and (10) institutions must be willing to accept change and phase out less effective educational programs. The four major rules of recruitment retention may be summarized as recruit ethically, orient honestly, inform continuously, and advise developmentally. This paper is appended by a list of assumptions about recruitment activities, and a proposal for a retention project at Pima Community College (AZ) which details nine recruitment activities. (AYC)

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STUDENT RECRUITMENT & RETENTION

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June 1981

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STUDENT RECRUITMENT & RETENTION

THE CONCEPTS OF STUDENT RECRUITMENT AND RETENTION HAVE BEEN DISCUSSED WITHIN COMMUNITY COLLEGE CIRCLES FOR THE PAST 3-5 YEARS PERHAPS AS MUCH, OR MORE, THAN VIRTUALLY ANY OTHER TOPIC. THIS IS NOT SURPRISING, SINCE FOR THE FIRST TIME IN 1976, THE NATION'S COMMUNITY COLLEGE STUDENT POPULATION DID NOT EXPERIENCE ITS PREVIOUS GROWTH CYCLE--SOMETHING WHICH WAS INEVITABLE, AND YET CAME AS A SHOCK TO MANY INVOLVED IN THE COMMUNITY COLLEGE MOVEMENT. ADMITTEDLY, SOME SYSTEMS CONTINUED TO GROW AS A DIRECT BY-PRODUCT OF THE POPULATION GROWTH OF THEIR PARTICULAR GEOGRAPHIC LOCATION. IT IS MY BELIEF THAT EVEN SYSTEMS WHICH DO NOT FIND THEMSELVES IN AREAS OF GENERAL POPULATION DECLINE, WILL NEED TO CONTINUE STRIVING TO MAINTAIN STUDENT ENROLLMENTS. ALL SYSTEMS HOWEVER, HAVE COME TO THE REALIZATION THAT PROPER RECRUITMENT PRACTICES ARE NECESSARY TO REMAIN FINANCIALLY SOLVENT, AND THAT ONCE STUDENTS ARE ATTRACTED TO THE INSTITUTION, RETENTION BECOMES AN EXTREMELY IMPORTANT FACTOR IN LONG TERM STABILITY.

RECRUITMENT OF STUDENTS BY PUBLIC INSTITUTIONS ONCE HAD A VERY NEGATIVE IMAGE TO MANY EDUCATORS. ON ONE END OF THE RECRUITMENT SPECTRUM HAVE BEEN THE EXPENSIVE LOW-KEY PROGRAMS RESERVED FOR THE SO-CALLED ELITE PRIVATE INSTITUTIONS. THESE PROGRAMS HAVE BEEN AIMED AT THE PARTICULAR CLIENTELE SERVED BY THOSE INSTITUTIONS. ON THE OTHER END OF THE RECRUITMENT SPECTRUM HAVE BEEN THE RECRUITMENT TECHNIQUES USED BY MANY OF THE MORE SUCCESSFUL PROPRIETARY SCHOOLS. HERE, THE MADISON AVENUE APPROACH HAS

OFTEN BEEN USED WHICH INCLUDES MASS MAILINGS, TELEVISION, RADIO, AND NEWSPAPER ADVERTISEMENTS, BILLBOARDS, AND OTHER TECHNIQUES GENERALLY EMPLOYED BY "PRODUCT MARKETING" SPECIALISTS. THESE RECRUITMENT TECHNIQUES MAY BE QUESTIONABLE FROM SOME INDIVIDUALS' PERSPECTIVE. SINCE PROPRIETARY SCHOOL ENROLLMENTS HAVE HELD THEIR OWN OR GROWN DURING THE PAST 10 YEARS, IT SEEMS REASONABLE TO ASSUME THAT THESE TECHNIQUES HAVE BEEN EFFECTIVE, AND POSITIVELY CONTRIBUTED TO THIS PHENOMENON. RECRUITMENT TECHNIQUES FOR THESE SCHOOLS HAVE ALWAYS BEEN VIEWED AS NECESSARY FOR THEIR SURVIVAL SINCE THE CONCEPTS OF PROFIT AND LOSS TAKE ON A MEANING TO THEM OFTEN IGNORED IN THE PUBLIC SECTOR. ONCE ENROLLED IN A PROPRIETARY SCHOOL THE STUDENT IS VIRTUALLY GUARANTEED A NUMBER OF FACTORS--A PROGRAM TAILORED TO HIS/HER NEEDS, A TIMEFRAME ESCALATED TO PROVIDE TRAINING FOR EMPLOYMENT AS RAPIDLY AS POSSIBLE, AND GUARANTEED JOB PLACEMENT UPON SUCCESSFUL PROGRAM COMPLETION.

CAN COMMUNITY COLLEGES UTILIZE SOME OF THE CONCEPTS WHICH HAVE LONG BEEN UTILIZED BY PRIVATE AND PROPRIETARY SCHOOLS TO IMPROVE THEIR RECRUITMENT AND RETENTION CAPABILITIES? THE ANSWER QUITE OBVIOUSLY IS YES. IN FACT, MANY OF THE MORE SUCCESSFUL COLLEGES ALREADY ARE UTILIZING THESE TECHNIQUES. EDUCATIONAL RECRUITMENT AND RETENTION MAY BE AS BASIC TO THE ACHIEVEMENT OF STUDENT AND INSTITUTIONAL GOALS AS THE QUALITY OF THE TEACHING WHICH OCCURS IN THE CLASSROOM. PROPER RECRUITMENT AND RETENTION PROGRAMS WILL BRING ABOUT SUSTAINED INSTITUTIONAL HOLDING POWER AND THUS GREATER FINANCIAL SOLVENCY.

WHAT THEN ARE SOME OF THE POSITIVE TECHNIQUES WHICH CAN BE USED, IN VARYING DEGREES, BY INSTITUTIONS?

FIRST - RETENTION BEGINS WITH RECRUITMENT. IT IS OBVIOUSLY IMPOSSIBLE TO RETAIN STUDENTS THAT ARE NOT ENROLLED. JUST AS IMPORTANT, HOWEVER, IS THAT IT IS DIFFICULT TO RETAIN STUDENTS IF THE WRONG ONES ARE ENROLLED. TO INCREASE ENROLLMENT ONLY MAY RESULT IN STUDENTS BEING RECRUITED MORE ON THE BASIS OF HEADCOUNT, THAN ON INSTITUTIONAL COMMITMENT TO PROVIDING QUALITY PROGRAMS. THIS CAN EASILY OCCUR WITH PARTICULARLY DISASTROUS RESULTS WHEN RECRUITING LOW-INCOME AND MINORITY STUDENTS. A UCLA STUDY ON THE TOPIC OF RETENTION CONCLUDES THAT: "RETENTION BEGINS WITH AN ETHICALLY CONDUCTED RECRUITMENT PROGRAM AND ADMISSION STANDARDS BASED UPON RESEARCH CONCERNING THE CHARACTERISTICS OF PERSISTORS." IN OTHER WORDS, RECRUITMENT SHOULD BE AIMED AT PROSPECTIVE GRADUATES, NOT PROSPECTIVE FRESHMEN. IT MAY PURELY BE A MATTER OF INSTITUTIONAL ETHICS TO BE SURE AND NOT RECRUIT STUDENTS WITH CHARACTERISTICS DISIMILAR TO THOSE OF STUDENTS WHO PERSIST IN AN ENVIRONMENT OR WHOSE ATTITUDES AND GOALS DO NOT FIT THE INSTITUTION. A FIT BETWEEN STUDENT AND ENVIRONMENT MAY BE ASSOCIATED WITH REDUCED ATTRITION TO AN EVEN GREATER DEGREE THAN THE AVAILABILITY OF FINANCIAL AID ACCORDING TO A 1977 STUDY ON THIS TOPIC IN"THE COLLEGE BOARD REVIEW."

NEXT: A HIGH QUALITY EDUCATIONAL ADVISEMENT PROGRAM LEADS TO INCREASED STUDENT RETENTION. ALTHOUGH VIRTUALLY EVERY COLLEGE IN THE COUNTRY CURRENTLY CLAIMS TO HAVE AN ADVISEMENT PROGRAM, THE AMOUNT OF HUMAN AND FISCAL RESOURCES

PLEDGED TO SUCH A PROGRAM UNDOUBTEDLY VARY TO A GREAT DEGREE. SOUND ADVISEMENT GIVES STUDENTS THE BEST INFORMATION POSSIBLE UPON WHICH TO MAKE WISE EDUCATIONAL DECISIONS. IT WOULD SEEM QUITE OBVIOUS THAT STUDENTS WHO MAKE GOOD EDUCATIONAL CHOICES WILL THEN HAVE A GREATER PERSONAL COMMITMENT TO THOSE CHOICES AND HENCE ARE RETAINED TO A HIGHER DEGREE.

THIRD - JUST AS STUDENT/FACULTY INTERACTION IS IMPORTANT TO STUDENT PERFORMANCE, THE QUALITY OF STUDENT/FACULTY INTERACTION IS A MAJOR FACTOR TO AN INSTITUTION'S HOLDING POWER. A SUSTAINED PROFESSIONAL RELATIONSHIP WHICH HAS BEEN ESTABLISHED BETWEEN A FACULTY MEMBER AND A STUDENT USUALLY WILL RESULT IN A HIGHER RETENTION RATE. SUCH A RELATIONSHIP CAN BE ONE OF THE POSITIVE BYPRODUCTS OF THE ADVISEMENT PROGRAM PREVIOUSLY MENTIONED. IT MAY SOUND TRITE, BUT STUDENTS WHO FEEL THAT FACULTY ARE INTERESTED IN THEIR SUCCESS AS INDIVIDUALS, RATHER THAN MERELY AS STATISTICS, WILL TEND TO BE RETAINED BY THE INSTITUTION.

FOURTH - ONE OF THE BEST PREDICTORS OF STUDENT RETENTION ARE STUDENT GRADES. ALTHOUGH WE MAY ALL AGREE THAT GRADING SYSTEMS ARE NOT PERFECT, THE LITERATURE IS FILLED WITH RESEARCH WHICH INDICATES THAT STUDENTS WHO MAINTAIN HIGH GRADES ARE THOSE MOST LIKELY TO BE RETAINED BY THE INSTITUTION. THIS AGAIN WOULD SEEM TO POINT TO A SOLID ADVISING PROGRAM IN WHICH FACULTY REVIEW STUDENT PERFORMANCE ON A SYSTEMATIC PERIODIC BASIS.

FIFTH - SINCE A STRONG ADVISING PROGRAM SEEMS TO BE SO EXTREMELY IMPORTANT TO RECRUITMENT AND RETENTION, SUCH A PROGRAM MUST BE DESIGNED TO PROVIDE ACCURATE, CONSISTENT, TIMELY, INFORMATION TO BOTH THE STUDENT AND THE ADVISOR. THIS MEANS THAT MERELY DESIGNATING FACULTY AS ADVISORS IS NOT ENOUGH TO INSURE A SUCCESSFUL PROGRAM. APPROPRIATE SUPPORT SYSTEMS TO THE FACULTY ADVISORS MUST BE DEVELOPED ON AN INSTITUTIONAL BASIS WHICH ASSIST FACULTY IN WORKING WITH ADVISEES. IT IS NECESSARY, THEREFORE, TO INVOLVE THOSE INDIVIDUALS RESPONSIBLE FOR SUPPORT SERVICES, SUCH AS THE COMPUTER CENTER DIRECTOR, IN DISCUSSIONS WITH THOSE PERSONS PLANNING AN ADVISING SYSTEM.

SIXTH - TRAINING PROGRAMS SHOULD BE DEVELOPED FOR EVERY GROUP OF PERSONNEL WITHIN THE INSTITUION. EACH OF THESE TRAINING WORKSHOPS SHOULD BE ORIENTED TO THAT PARTICULAR PERSONNEL GROUP. ONE OF ITS GOALS SHOULD BE: MAKING EVERYONE ASSOCIATED WITH THE COLLEGE BETTER ACQUAINTED WITH THE PROGRAMS AND SERVICES OF THE INSTITUTION. EMPLOYEES CAN BE SOME OF THE BEST RECRUITERS FOR THE INSTITUTION IF THEY KNOW WHAT THE INSTITUTION CAN OFFER. THIS IS ESPECIALLY TRUE FOR PERSONS WHO COME INTO EARLY CONTACT WITH PROSPECTIVE STUDENTS, ESPECIALLY THOSE INDIVIDUALS MERELY VISITING THE CAMPUS TO ACQUIRE GENERAL INFORMATION. DRAWING BLANKS, OFFICES BEING CLOSED WHILE PEOPLE TAKE BREAKS OR ON LUNCH HOUR ARE SMALL, YET ANNOYING OCCURRENCES TO A PROSPECTIVE STUDENT WHO HAS TAKEN HIS/HER LUNCH HOUR OR LEFT WORK A

FEW MINUTES EARLY TO DASH BY THE COLLEGE TO PICK UP INFORMATION. TURNING STUDENTS OFF EARLY MAY MEAN TURNING THEM OFF FOREVER!

SEVENTH -AT AN INSTITUTIONAL LEVEL, DEVELOP A COLLEGE THEME AND LOGO WHICH IS CONSISTENTLY USED ON ALL BROCHURES, LETTERHEADS, ETC. THE PURPOSE OF THIS IS TO STRENGTHEN THE ASSOCIATION OF THE THEME AND LOGO IN THE COMMUNITIES MIND WITH THAT OF THE COLLEGE.

EIGHTH - UTILIZE THE LOCAL TV, RADIO AND NEWSPAPER MEDIA TO THE FULLEST EXTENT POSSIBLE. DEVELOP A SYSTEM TO GENERATE PUBLIC SERVICE ANNOUNCEMENTS AND NEWS RELEASES ON A ON-GOING BASIS. THE MEDIA SHOULD BE COMPATIBLE TO THE NEEDS OF THE AREA. IT IS PARTICULARLY IMPORTANT HOWEVER, THAT THE FLOW OF ALL OF THESE ITEMS BE THROUGH A CENTRAL CLEARING HOUSE. SUCH A SYSTEM PROBABLY SHOULD BE UNDER THE RESPONSIBILITY OF A COMMUNITY RELATIONS DIRECTOR WHO CAN DEVOTE MUCH OF HIS/HER TIME TO THE ESTABLISHMENT OF A CREDITABLE WORKING RELATIONSHIP WITH THE MEDIA.

NINTH - ESTABLISH A COLLEGE-WIDE RECRUITMENT AND RETENTION COMMITTEE COMPOSED OF STUDENTS, FACULTY, STAFF, AND ADMINISTRATORS. UTILIZE THIS COMMITTEE TO DEVELOP MANY OF THE IDEAS TO RECRUIT STUDENTS INTO THE INSTITUTION AND TO RETAIN THEM ONCE THEY HAVE BEEN ENROLLED.

NONE OF THESE NINE STEPS ARE NEW OR STARTLING, YET IT IS AMAZING

HOW MANY INSTITUTIONS SEEMINGLY IGNORE THE BASIC CONCEPTS. IT IS IMPORTANT FOR COMMUNITY COLLEGE EDUCATORS TO UNDERSTAND THAT RECRUITMENT AND RETENTION MUST GO HAND IN HAND, AND THAT RECRUITMENT IS FAR MORE THAN ADVERTISING AND PROMOTION. RECRUITMENT AT THE COMMUNITY COLLEGE LEVEL INCLUDES A FULL UNDERSTANDING OF WHAT THE MARKET IS, THAT IS, POPULATIONS OF PEOPLE TO BE SERVED. THESE MARKETS MUST BE ANALYZED TO SEE WHETHER OR NOT THE INSTITUTION'S PROGRAMS ARE MEANINGFUL AND EFFECTIVE. IF PROGRAMS ARE NOT MEANINGFUL AND EFFECTIVE, INSTITUTIONS MUST BE WILLING TO ACCEPT CHANGE AND PHASE OUT LESS EFFECTIVE PROGRAMS WHILE DEVELOPING PROGRAMS MORE CLOSELY ALIGNED TO COMMUNITY NEEDS.

IN SUMMARY, AN EFFECTIVE BASIC RECRUITMENT AND RETENTION MODEL MAY BE THOUGHT TO BE CONDENSED INTO FOUR MAJOR BASIC RULES:

1. - RECRUIT ETHICALLY: RECRUIT STUDENTS WHO CAN BENEFIT FROM THE INSTRUCTIONAL AND SERVICE PROGRAMS OF THE INSTITUTION. IF A POOL OF PROSPECTIVE STUDENTS IS FOUND FOR WHICH THE COLLEGE DOES NOT OFFER APPROPRIATE PROGRAMS AND SERVICES, BE PREPARED TO DEVELOP SUCH PROGRAMS AND SERVICES BEFORE THE STUDENTS ARE ENROLLED.

2. - ORIENT HONESTLY: INFORM STUDENTS OF WHAT THE INSTITUTION CAN AND CANNOT DO FOR THEM. HELP THEM TO SET EDUCATIONAL AND PERSONAL GOALS BASED ON SOUND INFORMATION AND IF THESE GOALS DO NOT MATCH WITH WHAT THE COLLEGE CAN PROVIDE, BE PREPARED TO SUGGEST OTHER OPTIONS. THIS SEEMING LOSS OF A STUDENT MAY MAKE A BETTER FRIEND OF THE COLLEGE OVER THE LONG RUN.

3. - INFORM CONTINUOUSLY: MAKE SURE THERE IS A STEADY, CONCISE, ACCURATE FLOW OF INFORMATION FROM THE COLLEGE TO THE MEDIA. MAKE SURE COLLEGE PUBLICATIONS ARE ACCURATE AND THAT NECESSARY PROCEDURES ARE EXPLAINED SUFFICIENTLY. PROVIDE SUPPORT SYSTEMS TO FACULTY ADVISORS WHICH ASSIST THEM IN MAINTAINING PROFESSIONAL RELATIONSHIPS TO STUDENTS.

4. - ADVISE DEVELOPMENTALLY: INSURE THAT AN ADVISING SYSTEM IS ENDORSED AT THE HIGHEST INSTITUTIONAL LEVEL. TRAIN FACULTY AND COUNSELORS THROUGH APPROPRIATE WORKSHOPS IN ADVISING TECHNIQUES AND MAKE THIS A PORTION OF THEIR PROFESSIONAL DUTIES.

RECRUITMENT ACTIVITIES

Assumptions

1. The top priority market for recruiting emphasis is the part-time student, who may or may not be currently working (in keeping with the majority of current enrollment being part-time students).

2. The primary message to be communicated to potential students is direct usefulness of education from Pima Community College, for new careers, advancement in present careers, avocational skills, and self-improvement.

3. The overall theme of "Moving Up" will be used to provide consistency and build a college-wide image in all recruiting materials produced by the District or by individual campuses.

4. The District will be responsible for building general awareness of Pima Community College and it's benefits; individual campuses will promote specific programs and courses.

PROPOSED

S O S

(SAVE OUR STUDENTS)

A PROJECT TO INCREASE

STUDENT RETENTION AT

PIMA COMMUNITY COLLEGE

PREPARED BY

LARRY C. THOMPSON

JUNE 1981

SOS: RETENTION PLAN
DRAFT 1

INTRODUCTION

FIRST, A FEW FACTS:

FACT 1: WE RECRUIT APPROXIMATELY 10,000 NEW STUDENTS EACH SEMESTER.

FACT 2: BETWEEN THE OPENING AND 45th DAYS OF EACH SEMESTER WE LOSE 8-10% OF ALL REGISTERED STUDENTS. IN THE SPRING OF 1981 APPROXIMATELY 3,100 FULL-TIME STUDENT EQUIVALENTS WERE LOST!

FACT 3: OF THOSE STUDENTS WHO REGISTERED IN ANY FALL SEMESTER, ONE HALF OF THEM WILL NOT RE-REGISTER IN THE SUBSEQUENT SPRING SEMESTER (THIS AMOUNTED TO A LOSS OF ABOUT 9,000 STUDENTS IN 1981).

FACT 4: MORE THAN HALF OF THOSE STUDENTS REGISTERED IN A SPRING SEMESTER DO NOT RE-REGISTER FOR THE FOLLOWING FALL SEMESTER. IN FALL 1980 THIS AMOUNTED TO 13,615 STUDENTS.

FACT 5: MOST OF THE "NON-CONTINUERS" FROM SPRING SEMESTERS TO THE SUCCEEDING FALL SEMESTERS ARE NOT ENROLLED IN DEGREE/CERTIFICATE PROGRAMS (NOTE: 83% OF THE NON-CONTINUERS FROM SPRING 1980 TO FALL 1980 WERE NOT ENROLLED IN SUCH PROGRAMS).

FACT 6: EACH SEMESTER A LARGE NUMBER OF STUDENTS COMPLETE THE REGISTRATION PROCESS YET DO NOT ATTEND CLASS AT ALL. THERE WERE 1,600 OF THESE "NO-SHOWS" IN THE FALL 1980 SEMESTER.

SOS: RETENTION PLAN
DRAFT 1

NOTE: SEE "CHARACTERISTICS AND SURVEY RESULTS OF SPRING 1980 SEMESTER PCC STUDENTS NOT CONTINUING TO FALL 1980 SEMESTER, "A REPORT OF THE PCC INSTITUTIONAL RESEARCH OFFICE, FOR ADDITIONAL DETAILS.

SOS: RETENTION PLAN
DRAFT 1

THESE ARE FACTS. TWO ADDITIONAL FACTS MUST BE EMPHASIZED: THE COLLEGE DOES A FINE JOB IN RECRUITING STUDENTS: THE COLLEGE DOES NOT DO SUCH A FINE JOB IN RETAINING STUDENTS.

THERE ARE SEVERAL SIGNIFICANT DIFFERENCES IN THE NATURE OF THE ACTIVITIES OF RECRUITMENT AND RETENTION WHICH MAY ACCOUNT FOR SOME OF OUR PROBLEMS WITH RETAINING STUDENTS. RECRUITMENT IS RELATIVELY EASY (AS WE HAVE CONTINUALLY DEMONSTRATED) AND IS DIRECTLY RELATED TO THE EXPENDITURE OF FUNDS: I.E., LIKE OTHER FORMS OF ADVERTISING, THE MORE MONEY SPENT ON RECRUITING STUDENTS, THE HIGHER ENROLLMENT GOES.

RETENTION, ON THE OTHER HAND, IS A DIFFERENT AND MUCH MORE DIFFICULT ACTIVITY. THIS DIFFICULTY IS DUE PRIMARILY TO THE VAGARIES OF HUMAN BEHAVIOR, INCLUDING MANY VARIABLES WHICH ARE BEYOND PCC'S CONTROL. HOWEVER, RETENTION ACTIVITIES HAVE THE POTENTIAL FOR GREATER RESULTS SINCE THE TARGET POPULATION FOR SUCH ACTIVITIES HAS ALREADY INDICATED A COMMITTMENT TO THE INSTITUTION (THEY ARE NOW, OR ONCE WERE, ENROLLED AT PCC).

PROJECT SOS, THEN, WILL FOCUS ENTIRELY ON RETENTION ACTIVITIES. DESCRIBED BELOW ARE A NUMBER OF SUCH ACTIVITIES WHICH WE PLAN TO PUT INTO ACTION. ADDITIONAL ACTIVITIES ARE SOUGHT AND WILL BE CARRIED OUT UPON APPROVAL.

SOS: RETENTION PLAN
DRAFT 1

RETENTION ACTIVITY 1:

ENROLLMENT LETTER FOR NEXT SEMESTER

DESCRIPTION: A PERSONAL LETTER FROM VP STUDENT SERVICES/EXECUTIVE DEANS WILL BE SENT FIRST CLASS TO ALL CURRENTLY ENROLLED STUDENTS (AS OF THE SPRING 1981 SEMESTER) ENCOURAGING THEIR CONTINUED ENROLLMENT. THIS LETTER SHOULD FOCUS ON THE THEME THAT PCC IS AN EVEN BETTER BARGAIN NOW AND THAT THESE STUDENTS WILL RECEIVE PREFERENTIAL TREATMENT AT REGISTRATION. DEGREE/CERTIFICATE PROGRAMS SHOULD BE EMPHASIZED: PERHAPS USE BLURBS/LOGOS/LETTERHEADS FROM LOCAL BUSINESSES/INDUSTRIES.

PERSON RESPONSIBLE: LARRY THOMPSON

TIME-LINE: JULY/AUGUST

TARGET: ALL CURRENTLY-ENROLLED STUDENTS (20,000).

SOS GOAL: .5% INCREASED RETENTION (500).

COMMENTS:

SOS: RETENTION PLAN
DRAFT 1

RETENTION ACTIVITY 2:

CHANGE IN WORK SCHEDULE LETTER

DESCRIPTION: A PERSONAL LETTER FROM VP STUDENT SERVICES/SELECTED FACULTY ENCOURAGING STUDENTS TO REMAIN ENROLLED EVEN IF THEIR WORK SCHEDULES CHANGE. FOCUS ON AVAILABLE OPTIONS - ALTERNATIVE LEARNING CENTERS, THE INSTRUCTIONAL ACTIVITIES LAB AND INDEPENDENT STUDIES.

PERSON RESPONSIBLE: LARRY THOMPSON

TIME-LINE: SEPTEMBER

TARGET: STUDENTS INDICATING ON THEIR APPLICATIONS THAT THEY ARE WORKING OR WHO HAVE BEEN IDENTIFIED AS HAVING SCHEDULE PROBLEMS.

SOS GOAL: RETAIN 1% OF IDENTIFIED TARGET STUDENTS

COMMENTS:

SOS: RETENTION PLAN
DRAFT 1

RETENTION ACTIVITY 3:

EARLY WARNING SYSTEM

DESCRIPTION: UTILIZING THE COMPUTER, WE WILL IDENTIFY ALL "HIGH RISK" STUDENTS. ACCORDING TO THE LITERATURE, SUCH STUDENTS SHARE CERTAIN CHARACTERISTICS WHICH MAY HINDER THEIR ACADEMIC PROGRESS. THIS ACTIVITY WILL BE KEPT CONFIDENTIAL: NO STUDENT WILL KNOW HE HAS BEEN LABELED "HIGH RISK." THIS ACTIVITY WILL FOCUS ON ADDITIONAL CARE/ ATTENTION OF THESE STUDENTS. PERHAPS THE DIVISION COUNSELORS COULD CONTACT THEM. PERHAPS WE COULD SEND FINANCIAL AID INFORMATION TO THEM. FACULTY WILL BE NOTIFIED TO BE ALERT TO ANY SIGNS OF THESE STUDENTS WITHDRAWING AND ENCOURAGED TO NOTIFY US IF THESE STUDENTS ARE ABSENT FROM CLASS SEVERAL TIMES. A FAST-RESPONDING CORPS OF WORKERS WILL CONTACT THESE STUDENTS BY TELEPHONE AND PROVIDE "EMERGENCY" ASSISTANCE.

PERSON RESPONSIBLE: LARRY THOMPSON

TIME-LINE: FIRST THREE WEEKS OF FALL SEMESTER.

TARGET: ALL "HIGH RISK" STUDENTS

SOS: RETENTION PLAN
DRAFT 1

SOS GOAL: RETAIN 1% OF IDENTIFIED TARGET STUDENTS

COMMENTS:

SOS: RETENTION PLAN
DRAFT 1

RETENTION ACTIVITY 4:

GRANT PROPOSALS

DESCRIPTION: GRANT PROPOSALS TO SECURE ADDITIONAL FUNDS FOR MINORITY STUDENTS TO DEFRAY TUITION AND BOOK COSTS WILL BE DEVELOPED FOR LOCAL, STATE, AND NATIONAL GRANTING AGENCIES (INCLUDING LOCAL BUSINESSES/INDUSTRIES).

PERSON RESPONSIBLE: LARRY THOMPSON

TIME-LINE: JULY/AUGUST

TARGET: MINORITY STUDENTS

SOS GOAL: $10,000 IN ADDITIONAL FUNDS FOR THIS PURPOSE.

COMMENTS:

SOS: RETENTION PLAN
DRAFT 1

RETENTION ACTIVITY 5:

PROMOTION OF DEGREE/CERTIFICATE PROGRAMS

DESCRIPTION: AN EXPANDED EFFORT TO PROMOTE ENROLLMENT IN DEGREE/CERTIFICATE PROGRAMS. EMPHASIZE THESE PROGRAMS AT REGISTRATION. SOLICIT ALL STUDENTS NOT ENROLLED IN A PROGRAM. HAVE PCC JOB DESCRIPTIONS INDICATE A REQUIRED/PREFERRED TWO-YEAR DEGREE; ENCOURAGE LOCAL BUSINESSES/INDUSTRIES TO DO LIKEWISE. MAY REQUIRE ADJUSTMENT OF NUMBER OF OPTIONS ON APPLICATION/REGISTRATION FORMS. MIGHT REQUIRE ALL STUDENTS WHO HAVE COMPLETED 15 HOURS TO ENROLL IN A PROGRAM.

PERSON RESPONSIBLE: LARRY THOMPSON

TIME-LINE: FALL SEMESTER

TARGET: CURRENTLY REGISTERED STUDENTS NOT ENROLLED IN A DEGREE/CERTIFICATE PROGRAM.

SOS GOAL: INCREASE ENROLLMENT IN SUCH PROGRAMS BY 5%.

COMMENTS:

SOS: RETENTION PLAN
DRAFT 1

RETENTION ACTIVITY 6:

RECRUITMENT OF "NO SHOWS"

DESCRIPTION: "NO-SHOWS" ARE STUDENTS WHO COMPLETE THE REGISTRATION PROCESS BUT FAIL TO ATTEND CLASS. WE WILL CONTACT THESE STUDENTS WITH A FIRST CLASS LETTER FROM VP STUDENT SERVICES URGING THEIR RE-REGISTRATION AND OFFERING ADDITIONAL ASSISTANCE.

PERSON RESPONSIBLE: LARRY THOMPSON

TIME-LINE: MID-FALL, 1981

TARGET: COMPUTER-GENERATED LIST OF NO-SHOWS

SOS GOAL: 10% OF TARGET TO RE-ENROLL FOR SPRING SEMESTER.

COMMENTS:

SOS: RETENTION PLAN
DRAFT 1

RETENTION ACTIVITY 7:

RECRUITMENT LETTER TO "NON-COMPLETERS"

DESCRIPTION: A FIRST CLASS LETTER FROM VP STUDENT SERVICES/ APPROPRIATE FACULTY TO ALL STUDENTS WHO CURRENTLY HAVE ONE OR MORE "INCOMPLETE" GRADES ON THEIR RECORDS. THIS WILL FOCUS ON THE ABILITY OF THE ALTERNATIVE LEARNING CENTERS, AND OTHER OPTIONS, TO ASSIST THEM IN REMOVING THESE INCOMPLETES.

PERSON RESPONSIBLE: LARRY THOMPSON

TIME-LINE: AUGUST

TARGET: "NON-COMPLETERS" (2,154 AS OF SPRING, 1981).

SOS GOAL: 5% OF IDENTIFIED TARGET STUDENTS WILL ENROLL TO COMPLETE INCOMPLETES.

COMMENTS:

SOS: RETENTION PLAN
DRAFT 1

RETENTION ACTIVITY 9:

RECRUITMENT OF "STOP-OUTS"

DESCRIPTION: FIRST CLASS MAILING FROM VP STUDENT SERVICES (OR INSTITUTIONAL RESEARCH SURVEY) ENCOURAGING STUDENTS WHO HAVE NOT BEEN ENROLLED FOR 3 SEMESTERS TO RE-REGISTER. MENTION THE NAME OF A "TROUBLE-SHOOTER" AVAILABLE TO HELP THEM PERSONALLY.

PERSON RESPONSIBLE: LARRY THOMPSON

TIME-LINE: AUGUST

TARGET: "STOP-OUTS"

SOS GOAL: 5% OF TARGET STUDENTS WILL RE-ENROLL IN SPRING SEMESTER.

COMMENTS:

RECRUITMENT ACTIVITIES/RESPONSIBILITIES

ACTIVITY	RESPONSIBLE PERSON	WHEN
1. Business relations-calls on personnel offices.	Lancaster, Shuford, Lundager	Begin in September
2. Grade report stuffers announcing move of East Campus and first day of Fall classes.	Landsburg	June 15
3. Produce 10, 30, 60-second TV and Radio spots; placement of TV, Radio, Newspaper Ads.	Lancaster, Fincke	June 30
4. Pima Community College night at Tucson Toros.	Navarrette	August
5. Direct mail to students within 9 hours of completing degree or certificate, urging fall enrollment.	Lancaster, Cutforth, Navarrette	August 7
6. Acceptance Letter to all new applicants.	Navarrette	July 30
7. District to develop billboards with "Moving Up" theme.	Lancaster, Fincke	June 30
8. "Each-one-reach-one" college faculty and staff each personally recruit one new student. Plan mail-out to PCC employees to announce plan.	Navarrette	July 15 to announce plan
9. Mincrity student outreach.	Williams, Paso Adelante	June, July, August
10. Outreach in Park Mall, El Con Mall, information booths.	McCabe	July, August
11. Make available and promote gift certificate to attend PCC - "Pima Bucks".	Navarrette, Lancaster, Klaasen	December, for Spring semester
12. Make available small (18' x 24") information - cardboard - stands to place in banks, etc.	Navarrette, Media, Lancaster	August
13. East Campus Relocation - total plan -	Landsburg, Lancaster, Fincke	July, August

RECRUITMENT ACTIVITIES

Assumptions

1. *The top priority market for recruiting emphasis is the part-time student, who may or may not be currently working (in keeping with the majority of current enrollment being part-time students).*

2. *The primary message to be communicated to potential students is direct usefulness of education from Pima Community College, for new careers, advancement in present careers, avocational skills, and self-improvement.*

3. *The overall theme of "Moving Up" will be used to provide consistency and build a college-wide image in all recruiting materials produced by the District or by individual campuses.*

4. *The District will be responsible for building general awareness of Pima Community College and it's benefits; individual campuses will promote specific programs and courses.*

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